

Organisation name	Language Vision, Acton, London
Inspection date	20–21 May 2024

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Language Vision, Acton in May 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) in school premises and online.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

At the time of the last inspection Language Vision was the ELT school of ABI College, an independent higher education institution. In November 2023 the school was sold to the current owner/director, who was previously a partner of ABI College. The school is now known as Language Vision and no longer has any connection with ABI College. A new Director of Studies (DoS) was appointed two months before the inspection, taking over from one of the teachers who had been acting DoS. The school continues to offer mainly general English courses to students who live locally, both on school premises and online, and does not currently provide language students with accommodation or an organised leisure programme. At present Language Vision only accepts adult students (18+) but in future may offer courses to students aged 16+. The school also plans to recruit students from overseas and has agreements in place with two accommodation agencies registered with the British Council to provide homestay accommodation if requested by these students.

The inspection took place over one and a half days. The inspectors had meetings with the director/CEO, the DoS and the school administrator. Meetings were held online and face-to-face with a group of students and two teachers. Both teachers were observed by both inspectors.

## Address of main site/head office

3 The Mount, London W3 9NW

## Description of sites visited/observed

Language Vision is located in a building in the centre of Acton and occupies most of the premises. ABI College continues to use one room on the first floor for the School of Dental Nursing; students on this programme are mostly taught online and attend the college one day per week. On the ground floor there is a reception area, staffroom, students' relaxation area, a meeting room and kitchen; there are two classrooms on the first floor and a further two on the second floor, with toilets on every floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school runs flexible general and business English programmes both online and on site. At the time of the inspection only morning classes in general English were running. Additional afternoon classes are offered on demand.

## Management profile

Overall responsibility for the running of the school lies with the director/CEO. He is supported by the DoS and the school administrator.

## Accommodation profile

No accommodation is provided.

## Summary of inspection findings

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and values, and publicity is adequate. The structure of the organisation is effective, communication is good and student administration is carried out efficiently. However, plans and objectives for the organisation are not sufficiently detailed, and systems for review and continuous improvement

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have not yet been formalised.

### Premises and resources

The provision meets the section standard. The premises provide a suitable location and environment for students and staff. Resources are satisfactory and guidance on their use is provided for staff and students where needed. However, a comprehensive buildings risk assessment has not been undertaken.

### Teaching and learning

Overall, the provision meets the section standard. The academic team has appropriate experience and course design is satisfactory. The academic manager is in the process of gaining a qualification that meets Scheme criteria, meanwhile there are weaknesses in teacher support and monitoring and very little CPD has taken place. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Students receive general information about life in London and are well looked after by attentive staff; however, the provision of welfare is not described in any one person's role. The school provides no information regarding travel from points of entry to the UK to its premises. Students are not currently offered any accommodation services or organised leisure programme.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

### Comments

M2 Plans and objectives for the organisation are set out in a strategic plan but at present, the steps needing to be taken and the time frame to achieve them in are not detailed in the plan.

M7 At present there are no documented systems in place to review systems, processes and practices.

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Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met

M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

M9 Job descriptions are in place but these have not been reviewed as the school has only been running under new management for a short time.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

All criteria in this section are fully met.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	N/a
M27 Descriptions of staff qualifications are accurate.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity includes a website and a number of printed brochures. The website is the main form of publicity.

M21 Some courses that are no longer being offered are still advertised on the website.

M23 The total number of taught hours is not clear for all of the course offered; actual teaching time is sometimes given in hours and sometimes referred to as lessons.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and	Met

decoration, and provide a comfortable environment for students and staff.	
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P1 Although there are generally satisfactory measures in place to ensure the safety and security of students within the building, including clear safety information and evacuation routes, a comprehensive building risk assessment had not been undertaken.

#### Learning resources

	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

#### Comments

P11 At present there is no formal policy in place for the continuing review and development of teaching and learning resources, but teachers reported that any requests for new materials were always met. The director plans to make review of materials part of the school's annual planning meeting.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### Comments

Overall, the academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is sufficiently well devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers'	Not met

performance by a TEFLQ academic manager based on clear standards known to teachers.	
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met
<b>Comments</b>	
T9 Observations have been carried out and written feedback is provided to teachers. However, the observations are not completed by a TEFLQ person.	
T10 Although plans are in place to organise CPD sessions, very little CPD has as yet taken place.	

<b>Course design and implementation</b>	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met
<b>Comments</b>	
T13 Overall this criterion is met. The school under the present ownership has not been running long enough for formal course review to take place. Informal review is ongoing, taking student and staff feedback into account.	
T14 There was no evidence of written course outlines being made available to students or referred to in class.	

<b>Learner management</b>	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
<b>Comments</b>	
T18 Students spoke highly of the individualised support, advice and information offered by the school in selecting appropriate exams and accessing mainstream UK education.	

### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All
<b>Comments</b>	
One teacher was teaching online.	

<b>Teaching: classroom observation</b>	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met

T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

#### Comments

T19 Teachers provided appropriate models of language at times with clear explanations, although in some cases little attention was paid to pronunciation.

T20 Although in general terms teachers have an understanding of the particular language learning needs of their students, it was not always clear how the learning needs of students had informed the content of the lessons. Lesson plans did not contain any strategies to deal with typical errors of the monolingual student population.

T21 Learning outcomes were expressed as teacher aims rather than clear learning outcomes shared with students. However, learning objectives were generally achieved by means of a series of linked activities.

T22 In general there was a good range of techniques in evidence, including good questioning, prompting, checking of meaning and instruction giving (though not often checked). In some lessons there was an over reliance on teacher explanation. In better segments, there were opportunities for student speaking practice.

T23 The classroom environment both face-to-face and online was well managed. In general teachers used a range of resources confidently.

T24 Exercises and activities were corrected, but in some segments opportunities were missed to pick up on students' spoken errors and to provide follow-up practice. Teachers gave frequent encouragement and praise but missed opportunities to challenge students further.

T25 Lessons included activities to assess whether learning had taken place, but sometimes opportunities to test out use of new language were not included. In the best segments, reference was made to previous learning and language input was personalised.

T26 Overall, teachers created a positive learning atmosphere and a sense of purpose. In some segments, too much teacher talking time and poor pacing resulted in less meaningful interaction, students losing interest and focus and fewer opportunities for students to use and practise language. Generally, however students were attentive, engaged and learning and clearly enjoying the classes.

### Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Not met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Not met
W6 Students have access to adequate health care provision.	Met

#### Comments

W2 While there is evidence students understand how to access pastoral care the responsibility for its provision is not under the direction of a named person.

W5 Students receive good guidance on local transport provision; however there is no information given regarding travel between points of entry to the UK and the provider.

<b>Accommodation</b> (W7–W18 as applicable)	N/a
<i>All accommodation</i>	

W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

#### Comments

No accommodation is offered.

#### *Accommodation: homestay only*

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

#### *Accommodation: other*

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### **Leisure opportunities**

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

#### Comments

W19 The provider does not offer a leisure programme but has attractive noticeboards promoting events and activities in the local and wider area.

#### **Declaration of legal and regulatory compliance**

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.



On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2019
Last full inspection	2019
Subsequent checks/visits (if applicable)	Spot check August 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2017
Ownership	Name of company: Language Vision Company number: 14468550
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	June
Full-time ELT (15+ hours per week) 18 years and over	4	10
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	5	10
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>9</b>	<b>20</b>
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–36	18–36
Adult programmes: typical length of stay	12 months	12 months
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian, Moroccan
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	0
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	1

#### Comments

The academic manager has an appropriate level of experience and has recently completed a course that will lead to TEFLQ. The academic manager is available for cover.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	2
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2

#### Comments

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	

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**Items requiring early action**

Documentary evidence must be submitted within three months to demonstrate that a premises risk assessment has been undertaken, that the academic manager is TEFLQ and the weaknesses in T9 have been addressed.

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